

Such well-marked paths to productive roles in the working world will benefit both our young people and the Nation's many businesses anxious for skilled new employees.

This Act is not another top-down mandate for one more Federal program. Under the School-to-Work Opportunities Act, Federal funds will be available, for a limited period, as venture capital to stimulate State and local creativity in establishing statewide School-to-Work Opportunities systems. To promote systemic reform, State and local participants are given a substantial degree of flexibility to experiment and to build upon current promising approaches. All the States' systems will, however, have to share certain common features and basic program components that experience demonstrates are crucial to a quality school-to-work system. Also, by forming local partnerships of individuals who have a stake in their children's future, communities will play an active role in giving American youth access to skills and employment opportunities.

Under this Act, States and communities can build bridges from school to work through programs that provide students with a wide array of learning experiences in the classroom and at work. All School-to-Work Opportunities programs will contain three core components. First, the school-based learning component will include a coherent multi-year program of study tied to high academic and occupational skill standards, such as those to be developed as a result of the recently enacted Goals 2000: Educate America Act. Second, the work-based learning component will provide students with a planned program of job training and work experiences, including workplace mentoring, in a broad range of occupational areas. Third, the connecting activities component will ensure coordination of the work-based and school-based learning components, as well as encourage the active participation of employers. By completing a School-to-Work Opportunities program, a student will earn a high school diploma or its equivalent, a diploma or certificate from a postsecondary institution (if appropriate), and an industry-recognized skill certificate for competency in an occupational area.

This Act fosters the creation of "partnerships" in local communities that will develop and tailor the local School-to-Work Opportunities programs to the needs and resources of those communities. The partnerships will consist of representatives of many important local interests, such as employers, educators, labor organizations, students, parents, and local government agencies. These partnerships will, starting immediately, foster the design and implementation of a School-to-Work Opportunities system in every State. The partnerships can develop the local program based on promising practices already underway. Together, States and communities will take the lead in determining goals and priorities, developing new strategies, and in measuring progress.

H.R. 2884 was developed by the Administration working closely with the Congress in a spirit of bipartisan cooperation. This spirit of cooperation will continue on many different levels in the day-to-day operation of the School-to-Work programs. First, the Act will be jointly administered by the Secretaries of Labor and Education. Second, States and communities can work together in developing the various programs that will become part of this system. Third, the formation of the partnership at the local level will allow communities to examine their needs and to address them in a cooperative manner.

Today, with my approval of H.R. 2884, we start on the path to a better future for our Nation's young people.

William J. Clinton

The White House,
May 4, 1994.

NOTE: H.R. 2884, approved May 4, was assigned Public Law No. 103-239.

**Statement on the Implementation of
the Israel-Palestinian Declaration of
Principles**
May 4, 1994

The signing today in Cairo of the agreement to implement the Israel-Palestinian Declaration of Principles marks another milestone in progress toward a lasting peace in the Middle East. On behalf of all Ameri-

cans, I have called Prime Minister Rabin and Chairman Arafat to congratulate them for this accomplishment. I expressed my high regard for Prime Minister Rabin's courageous leadership and stressed to Chairman Arafat the importance of moving without hesitation to make this agreement a reality. I also telephoned yesterday and again today President Mubarak to underscore our gratitude and appreciation for the key role he played in making this historic step forward possible.

Now the focus must be on implementing the Declaration of Principles in as rapid and successful a manner as possible. The process of transforming the situation on the ground for the better must begin. The promise of a new future of hope for Israelis and Palestinians alike must now be realized. I assured Prime Minister Rabin and Chairman Arafat that the United States would do everything possible to help make this happen.

Building on the progress achieved today and our ongoing discussions with parties in the region, I am hopeful that this can be the year of breakthrough to a lasting and comprehensive peace for all the peoples of the Middle East.

Message to the Congress Transmitting the District of Columbia Budget

May 4, 1994

To the Congress of the United States:

In accordance with the District of Columbia Self-Government and Governmental Reorganization Act, I am transmitting the District of Columbia Government's 1995 budget request and 1994 revised budget request.

The District of Columbia Government has submitted a 1995 budget request for \$3,409 million in 1995 that includes a Federal payment of \$674 million, the amount authorized and requested by the Mayor and the City Council. The 1995 Federal payment level proposed in my fiscal year 1995 budget of \$670 million is also included in the District's 1995 budget as an alternative level. My transmittal of the District's budget, as required by law, does not represent an endorsement of its contents.

I look forward to working with the Congress throughout the 1995 appropriation process.

William J. Clinton

The White House,
May 4, 1994.

Remarks at the Andrew W. Mellon Dinner

May 4, 1994

Thank you very much, Mrs. Stevenson, Mr. Smith, members of the Mellon family, distinguished Justices of the Supreme Court, Members of Congress, Secretary Riley, Mr. and Mrs. Powell. To the many patrons of the arts and supporters of education who are here, it is an honor for Hillary and for me to be here at this special event at this wonderful, special building, truly our national monument to art.

It's a pleasure to be among so many of you who have done so much to support our country's cultural heritage. Without our Nation's magnificent tradition of philanthropy, Americans from all walks of life would never have the chance to enjoy art and culture, to find true education.

I first came here as a young student at Georgetown. Then, when I was in my twenties, after I had left school, I came to this gallery almost every time I came back to Washington. When Hillary and I met in law school and came from time to time to Washington, we would come to the National Gallery. Later when I was a Governor and came here only for stuffy old meetings, on occasion I would sneak away from wherever we were supposed to be convening and come here and look at these pictures and think I would never do anything remotely as important as paint some of the things that hang on these walls.

For all of you who have given, I thank you. The spirit of giving really creates America's sense of common bond, our sense of community. I want to especially thank the members of the Mellon family and other patrons of this gallery. Andrew Mellon somehow knew that throughout the ages, art could make a difference in the lives of people and nations. Thankfully, that was a gift he passed along